

# Indian Education for All



**DVD Study Guide**

## Playing for the World

The 1904 Fort Shaw Indian Boarding School Girls Basketball Team

Writing Activities for Social Studies, Language Arts, and Media Literacy

Grades 6-12

By Dorothea M. Susag

Published by the Montana Office of Public Instruction 2010



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Writing Activities  
For Social Studies, Language Arts, and Media Literacy  
Grades 6-12

By Dorothea M. Susag [dotsusag@3rivers.net](mailto:dotsusag@3rivers.net)

Twiggs, John. *Playing for the World: The 1904 Fort Shaw Indian Boarding School Girls Basketball Team*. DVD. Missoula, MT: MontanaPBS/University of Montana, 2009.

**Note to the Teacher:** Since this DVD is appropriate for Grades 6-12, this Study Guide offers levels of thinking and response that can help meet the needs of students from different grade levels and abilities.

### **Pre-Viewing Discussion and Writing Prompts – students think about their own experiences:**

1. What kind of team sports, both in and out of school, have you played or watched? Little League, Soccer, Softball, Baseball, Basketball, Football, Volleyball, Wrestling, Hockey, Golf, Swimming, others?
2. While playing the sport, what did you enjoy the most? The least? Why?
3. While watching the sport, what did you enjoy the most? The least? Why?
4. What is a purpose of team sports for players today?
5. What is a purpose of school for children in American today?
6. Picture a basketball game in your school or at another school—a tournament game perhaps. Make a list of images for each of the following:
  - What do you see around you on the floor?
  - What do you hear?
  - Who do you see in the stands?
  - What are they doing?

- Why are they here? Four or five different reasons
7. Describe one of your most exciting moments in playing or watching a team sport. Begin your writing with this phrase: “I remember . . .” and conclude with a reason why this experience remains so strong in your memory. Imagine that someday your own grandchildren will read what you’ve written.
  8. Describe a dream you have for yourself – how or when did that dream begin?
  9. Create a word map or cluster, with the word “home” in the center. Cluster for 10 minutes and then write your very own definition or poem of “home” for you. The images in your poem may differ significantly from those of your friends and neighbors.
  10. **R.A.F.T.S. writing assignment:** Remember when you were separated from your parents for a time (a few days, week, months, or longer). Show what happened (who, what, when, where, how, and why) and then how you coped. **Write a letter to a friend** about the event and **explain** what you learned from the experience.

**Role** – helps the writer decide on point of view and voice

**Audience** – reminds the writer that he/she must communicate ideas to someone else; helps writer determine content and style.

**Format** – helps the write organize ideas and employ the conventions of format, such as letters, informal explanations, interviews, or speeches.

**Topic** – helps the writer focus on main ideas

**Strong Verb** – directs the writer to the writing purpose, e.g. to persuade, analyze, create, predict, compare, defend, evaluate, describe, inform, etc.

For R.A.F.T.S. information see the *readwritethink* Strategy Guide (International Reading Association and NCTE) available online at <http://www.readwritethink.org/professional-development/strategy-guides/using-raft-writing-strategy-30625.html>

11. **R.A.F.T.S. writing assignment:** Write a letter from a **parent’s perspective** to a **son or daughter** who has traveled to boarding school, to camp, or to live with a family in another culture and country as a foreign exchange student. **Explain** how you feel and what you miss the most about your son or daughter. **Write** what you hope for him or her and what you want to know about his/her experiences so far away from home.

## Pre-Viewing Background – Students think about the topic – Indian Boarding Schools:

1. <http://mhs.mt.gov/education/MontanaMosaic/MontanaMosaic.asp> *Montana Mosaic: 20<sup>th</sup> Century People and Events*. Montana Historical Society. Chapter 4: 17 minutes. (All secondary-level public school libraries in Montana have received from OPI a copy of this DVD.)
2. “Getting at the Meaning” Questions from the online Montana Historical Society User Guide for chapter 4 in *Montana Mosaic*
  - Based on what you saw in the video, what does the placement of boarding schools away from the reservations suggest about the schools’ goals?

- How did the education that Indian children received at boarding schools reinforce or contradict what they learned from their parents and their tribes?
  - What problems/struggles might a boarding school student face on his or her return home?
  - What long-term repercussions of the boarding school era can still be seen in Montana today?
  - Do you think the video presented a balanced view of boarding schools? Why or why not?
3. "Indian Country Diaries" Montana PBS  
[http://www.pbs.org/indiancountry/history/interactive\\_map.html](http://www.pbs.org/indiancountry/history/interactive_map.html)  
 This interactive map shows the locations of twenty-five Off-Reservation Indian Boarding Schools in America between 1880 and 1902.
  4. Write in response to one or more of the following prompts: What **D**isturbed, **I**nterested, **C**onfused, or **E**nlightened you as you examined the interactive map, viewed the video and discussed the questions?

## Pre-Viewing the DVD by reading and asking questions of the DVD

### Cover:

(The teacher will need to make photo copies of the front and back covers to distribute to students, or the teacher may scan the cover and put it into a PowerPoint slide for viewing.)

1. What do you learn about the DVD from looking at the front cover? The back cover?
2. This DVD is a documentary. What does that mean? What are the obligations of a producer of a documentary?
3. What do you learn about the DVD from the logos at the bottom of the back cover?
4. What do you learn about the DVD from the photographs on the front and back covers?
5. What do you learn from reading the title, *Playing for the World*? Write a definition of "the world" as you understand it. What does "the world" include? What might it exclude? Discuss your definition with the rest of the students in your class.

## Questions to consider while viewing the DVD Feature Film—*Playing for the World*:

1. What **music and instruments** play in the background in different portions of the DVD? What is the effect of the choice of music on you as a viewer? What might it make you believe or feel as you watch and listen?
2. What kinds of **photos or images** play while a person is speaking? How do those images support what the speaker says or contradict the speaker to create irony?
3. Make notes of the **featured speakers**. Who are they and what are their backgrounds? How might their backgrounds and experiences influence what they say?
4. Why might the producers have selected specific individuals to speak in the DVD?
5. How are the **girls portrayed** in the video? What do you see? What don't you see? Why?
6. What do you notice about the **games**? Who is in attendance? Who is **not** in attendance? How are they dressed? What's missing in these pictures?
7. What is the effect of the **primary documents**, such as photographs of newspaper articles, on your understanding of this story? Does it help or hinder your appreciation of the story?
8. Listen for the context of "**world**" each time it's mentioned in the DVD. What does it mean in each instance?

## DVD Chapter Summaries and Questions for *Playing for the World*:

### 0 Chapter 1:

**Summary:** Introduction of the Fort Shaw Indian Boarding School team and the changing world for Indian people.

#### Getting at the Meaning Questions:

1. What was the purpose of games to the Shoshone people?
2. Who was Minnie Burton?
3. According to the narrator, why did Indian children go to boarding schools?
4. According to the narrator, why were these young women a “perfect combination” to handle the changes and challenges of a new world?

#### Interpretative-level Questions: *Boarding School*

1. In this section, a narrator says, “there wasn’t much choice of wanting to go there—it was a place for an education,” and another narrator (Darrell Kipp, Piegan Blackfeet) quotes an administrator of a boarding school who says, “we are here to change you.”
  - a. What do the woman’s comments suggest about her opinion of boarding school?
  - b. What do Darrell Kipp’s comments suggest about his opinion (not the administrator’s opinion) of boarding school?

### 3:04 Chapter 2:

**Summary:** The impact of boarding school practices and schedules on young Indian children, the history of Fort Shaw, Federal Indian Policy regarding Indians and boarding schools, and the situation for Indians on reservations.

#### Getting at the Meaning Questions:

1. What did the boarding schools lead Indian children to believe about themselves?
2. Why was Fort Shaw selected as an Indian Boarding School? How many students were enrolled in 1897?
3. What do you learn about Nettie Wirth’s parents? Why was she sent over 300 miles from home to attend school at Fort Shaw?
4. Who was Emma Sansaver, and how was her background different from Nettie Wirth’s?
5. What was the recruiting area for students who came to the Fort Shaw Indian Boarding School?
6. What was the policy and purpose of Indian boarding schools in America?
7. Why did St. Paul School officials change Emma’s tribal affiliation?
8. What was the situation for many who remained on the reservations?
9. What did some of the elders on the reservations hope might result from the children being educated at boarding schools?

#### Interpretative-level Questions: *Women/Girls- Mothers/Daughters*

1. The narrator says the girls were expected to act like Victorian women. What does “Victorian” mean, and how might it have differed from women in their Native communities?

2. How might the decision to send Nettie Wirth and her sisters to Fort Shaw have affected their mother, Woman that Kills Wood? How might this decision have affected the girls as they left on the train?
3. How might the children have felt about the individuals or situations that sent them to boarding school so far from home?

## 9:15 Chapter 3:

**Summary:** The girls as students and players at Fort Shaw, the Assimilation Program that sought to change Indians, and the introduction of basketball and its impact on the girls at Fort Shaw.

### Getting at the Meaning Questions:

1. What made boarding school tolerable for all the students?
2. What was a distinguishing characteristic of Emma Sansaver, of Belle Johnson, of Genevieve Healy, of Katie Snell?
3. What classes did the students take? What extracurricular activities were available for boys and for girls?
4. Who was Josephine Langley, and why is she important to this story?
5. Who invented the game of basketball?
6. When and how did basketball get started at Fort Shaw, and what kind of equipment did they use?
7. Who was Fred Campbell, and why is he important to this story?
8. What was the conflict between the Shoshone chief and Minnie Burton's father?
9. What did Shoshone girls learn about decision making at home on the reservation?
10. What was Emma Sansaver's role in the game? Minnie Burton's?
11. How does Kathryn Shanley explain the girls' ability to adapt?
12. How did basketball change the lives of women?
13. What were the rules of basketball in the early 1900's? How did "girls" rules differ from "boys"?
14. Why did Superintendent Campbell put so much emphasis on the girls team?

### Interpretative-level Questions: *Adapting to Change*

1. What did Emma hope to become once she left the boarding school? What do you think about her goal? Was it her only option? Could it have been consistent with the role she may have played as a traditional Chippewa-Cree/Métis woman? Was it a goal the boarding school fostered? How may it differ from girls goals today? Why the difference?
2. According to the narrators, how did the girls respond to the new game? How might this game have compared to the games they learned to play as young children on the reservation?
3. Why does the DVD suggest Indian women were so appropriate for contributing to this change? Is this a fair assumption?
4. Before the Indian girls were thrust into the non-Indian world, how did the images they had of themselves differ from those of the "white Victorian women of the day?"

## 20:30 Chapter 4:

**Summary:** Basketball competition, Coach Campbell's goals for the school and team, media coverage, and the girls' introduction to a world outside Fort Shaw

### Getting at the Meaning Questions:

1. Why did Superintendent Campbell move the home games to Great Falls?

2. What were the roles of the starting five?
3. How did the cheer "Shoot, Minnie, Shoot, Shoot!" originate?
4. What was the effect of all the newspaper coverage on the girls and on the team?
5. What was one of the strategies for beating the other team?
6. Who did the Fort Shaw team play?
7. What other skills of the Fort Shaw students did Superintendent Campbell promote?
8. What college teams did they play, and what were their experiences both on and off the floor?
9. Who played and who won the Montana "championship game?"
10. What was a legend about the team?

**Interpretative-level Questions: *Issues of Identity***

1. In the newspaper accounts, how might the reporters' descriptions of the girls on the team go over today? Why?
2. The narrator suggests that the girls were recognized less for their tribal affiliation and more as the "Fort Shaw Team." What might this have meant for the girls' identity? Were they individuals? Were they no longer Blackfeet? Chippewa? Assiniboine? Shoshone?
3. What does the narrator suggest as a reason the girls were so well accepted by the non-Indian audiences?
4. How does basketball give non-Indians an opportunity to celebrate Native Americans?
5. How was "basketball the great equalizer"?

**27:46 Chapter 5:**

**Summary:** The experiences for other students at Fort Shaw, the impact of tragedy on the girls and their families, and preparations for the team's participation at the 1904 St. Louis World's Fair

**Getting at the Meaning Questions:**

1. What were the experiences of other Fort Shaw students who didn't play on the basketball team?
2. Why did Coach Campbell plan the basketball trip across Montana?
3. What happened to Emma Sansaver's mother?
4. How did it impact Emma and the team?
5. What do Peavy and Smith suggest the team may have learned from this experience?
6. How did the Fort Shaw team come to be invited to play basketball at the World's Fair in St. Louis?
7. Who would play on the team in St. Louis?
8. What was the World's Fair planners' objective for the Model School and Native villages?
9. What were the requirements of the girls besides playing basketball?
10. What problems occurred with raising money for the trip to St. Louis?
11. What was the reason for Katie Snell's grief?

**Interpretative-level Questions: *Contrary Roles***

1. How were the boys' experiences at boarding school different from the girls' at the school and from the members of the team?
2. Why were boys running away from the boarding school?
3. How did the girls wearing buckskin dresses contradict Federal Indian Policy?
4. What is ironic about the girls reciting from "The Song of Hiawatha?"

5. Explain “imperialistic nostalgia” or a “longing for something after they’ve killed it” that Kathryn Shanley talks about. What caused it? How does it impact the Indian girls?
6. What was the girls’ conflict when the team learned of the boy’s death? How would you have responded to the same situation?

## 35:24 Chapter 6:

**Summary:** The trip by train to St. Louis, with racism and basketball along the way.

### Getting at the Meaning Questions:

1. How did the girls experience racism on their trip to St. Louis?
2. How did Belle Johnson respond?

### Interpretative-level Questions: *Facing Racism*

1. What does Jesse Hawley say that Indian women are used to experiencing? Why?
2. What might “beat’em at their own game” mean?
3. Have social or cultural attitudes changed in the last one-hundred years? Jesse Hawley uses the present tense (“are used to experiencing”), suggesting it still happens. Where do you see or experience racism? How do you respond?

## 37:55 Chapter 7:

**Summary:** Arrival at the World’s Fair in St. Louis, June 14, 1904, The Model Indian School, Native Villages, amusements, and the Fort Shaw girls’ performances

### Getting at the Meaning Questions:

1. What special event occurred on the day they arrived?
2. What did the girls see and do as sight-seers at the Fair?
3. How were the team members’ experiences different from other Indians at the Fair?
4. What was the new soft drink, and according to Katie Snell’s daughter, how did the drink affect Katie?

### Interpretative-level Questions: *Images and Expectations*

1. What was the purpose of the Model Indian School?
2. How might Indian people then and now, and non-Indian people then and now, interpret the term “Model?”
3. What new challenges might the girls face at the Fair and in life?
4. How did the school and the Fair display the contrasts between the “old and the new?” What may have been the purpose for these “old and new” displays?

## 41:50 Chapter 8:

**Summary:** Coach Campbell’s challenge, exhibits, stereotypes, differing perspectives, and mixed messages

### Getting at the Meaning Questions:

1. How does Coach Campbell recruit teams to play the Fort Shaw Girls Basketball Team?
2. Describe the game against the Illinois team.
3. How were the Indian girls and boys “displayed” in the Model Indian Boarding School?
4. What stereotypes still impact Indian people?

5. What was the relationship between the Fort Shaw girls and the others on display at the Model school?

**Interpretative-level Questions:** *World's Fair Perspectives*

1. What were visitors to the Indian exhibits most interested in? Why?
2. How are those on display treated? To what might you compare the set up?
3. Is there an *authentic* Indian, and if so, who is? Who decides?
4. Explain the different perspectives of the Fair visitors, the boarding school administrators, and the Indians?
5. What are the mixed messages to the Fort Shaw girls and to Native people?

**46:25 Chapter 9:**

**Summary:** Other sports events at the Fair, a trophy and a challenge for the World Championship on September 3, 1904, leaving for home on November 1904, and reflections

**Getting at the Meaning Questions:**

1. What is an Olympiad?
2. Why did James Sullivan want to conduct the Aboriginal Games?
3. What was the Native people's main disadvantage?
4. What was the outcome of these games?
5. Why did Emma keep a journal?
6. What do the descendants say the girls learned from the experience?

**Interpretative-level Questions:** *Championship Game*

1. What was unique about the Fort Shaw girls in the athletic competition?
2. How did the reporters and those in attendance respond to the games for the World Championship?
3. What may have been "the trade off" for the girls? Being champions, attending the Fair, separation from home and family, being in the spotlight?

**50:00 Chapter 10:**

**Summary:** Issues of Identity and the lives of the Fort Shaw Indian Basketball Team after they left the School

**Getting at the Meaning Questions:**

1. How did the girls view themselves?
2. What is the reason--that Drucilla Gould shares--for the girls playing basketball?
3. What do you learn about what happened to Minnie Burton, Emma Sansaver, Nettie Wirth, Genevieve Healy, and Katie Snell after they left Fort Shaw?

**Interpretative-level Questions:** *The Team and Individual Legacies*

1. Why might identity be an issue for Indian people today or for the players on the Fort Shaw Indian Girls Basketball Team?
2. Why might Emma have listed herself as "white" on her marriage certificate?
3. Why weren't the stories of the basketball team carried on in their communities?
4. What is their legacy? How is their legacy the legacy of their descendants also?

**Who are the featured speakers and what is the value of their contribution to the DVD and to the story?**

Darrell Kipp, Linda Peavy, Ursula Smith, Terry Bender, Kathryn Shanley, Jesse James Hawley, Barbara Boyd Winters, Fred DesRosier, Drucilla Gould, Mark Dryeson, Rosie Stuart, Nora Lukin

**Extension Activities and Discussion Questions:**

1. Who—what audience(s)—do you think did the producers of this DVD have in mind? (age level, ethnic background or heritage, gender) Explain your answer.
2. What was the purpose of this DVD or what may the producers have wanted to persuade, inform, or inspire in their viewers?
3. Having watched the DVD's (*Montana Mosaic* and *Playing for the World*) and having participated in the writing and discussion activities, how have your beliefs, your knowledge, your understandings of yourself and others changed or stayed the same? Why?
4. The title is *Playing for the World*. Having watched the DVD, how might you now define "world?" What is included in this world and what is excluded? Why?
5. This is the story of survival against unbelievable challenges. What can we learn from them? What do you think they *all* took back to their homes and reservations that may have lasted the rest of their lives?
6. Consider what's missing in the DVD. Who don't you see and whose voices and stories don't you hear? Why? How might the story change if they were there?
7. How did these young women handle the "changes and challenges" of a changing world? Does this mean they changed themselves? How did this experience impact them and their children and families at home?
8. Is there a pattern in the girls' stories of how they came to Fort Shaw Boarding School? If so, what is it? Why?
9. Is there a pattern in the way European-American audiences have accepted people of color who are athletes? In what situations are they not as easily accepted? Why?
10. If people didn't have movies or TV to watch, where did the stereotypes and prejudice against Indians that the girls experienced come from?
11. Imagine you are one of the girls on the team. Based on what you learned in the DVD and previous resources, how might you answer the question, "who am I?"
12. At the beginning of the film, the narrator talks about the skills and values young women learned from their Shoshone grandparents. How were those skills and values either reinforced or contradicted in the school at Fort Shaw?
13. Before watching the DVD, you wrote or discussed the purpose of team sports for players today. How is the experience for the Fort Shaw girls similar or different from your ideas about sports today?
14. The Fort Shaw girls came from a variety of landscapes and languages, as well as different tribal/cultural backgrounds. How do you explain the teamwork that made them successful?
15. Before watching the DVD, you wrote or discussed the purpose of school for children in American today. How is the purpose of school today similar or different from the boarding school?
16. How is the experience for the boarding school students at the turn of the century similar or different from your experiences in school? What are the advantages or disadvantages of each?
17. Compare your "picture" of a basketball game today with the images of the basketball games you saw in the DVD.
  - What do you see around you on the basketball floor?

- What do you hear?
  - Who do you see watching the game?
  - What are they doing?
  - Why are they here? Four or five different reasons
18. Compare/contrast the experience of the girls winning the World's Championship and what happened afterwards with your most exciting moments in playing or watching a team sport.
  19. Take one of the writing assignments (**#8 - #11**) from the first part of this DVD study and make one of the girls or a parent the "author" of the same assignment. What might she or he write?
  20. Make a list of the conflicts for children at boarding school. How have young people survived or reconciled those conflicts? For example:
    - Skills and values of their Native communities vs. skills and values of the Euro-American or boarding school culture
    - Sounds of nature surrounding them as they lived and learned vs. sounds of bells and shouted orders at the boarding schools
    - Loose and comfortable clothes made from the hides of deer and antelope vs. tight wool garments and hard leather shoes
    - Differences in food
    - Native language vs. *only* English
  21. Write in response to one or more of the following prompts: What **D**isturbed, **I**nterested, **C**onfused, or **E**nlightened you as you watched the DVD and participated in the questions and writing activities?
  22. After viewing this DVD and after considering your own life and the expectations of those around you, what do you think success looks like? Who decides?
  23. Of all the speakers or persons featured in the DVD, whom do you admire the most? **Write a letter** to that person and tell him/her how you feel and why.

### ***Playing for the World Special Features:***

- **Photo Album**—Photographs of the DVD's producers and director, actors and ball players as the DVD was filmed, photographs of the DVD's screening at the Great Falls History Museum, February 12, 2009. William Marcus, photographer. 9:04 minutes
- **Behind the Scenes**—Alison Perkins, Co-Producer with John Twiggs, talks about the inclusion of the Arlee children playing a traditional game at the beginning of the DVD and the support of Montana people who volunteered to play the audience members. Christine Trottier, who played Emma, talks about how it felt to wear the wool basketball outfits and how she felt while they were filming. Alison Perkins says, "the most challenging parts were the basketball recreations," and "it all happened because everyone contributed at such a high level." Produced by Kim Cosgrove 8:28 minutes
- **High School Students Connect to the Story**—In 1998, three students of Dorothea Susag from Simms High School worked with Linda Peavy and Ursula Smith to begin the research. They contacted descendants, collected information that they passed on to Peavy and Smith, became friends with descendants, wrote essays, and helped organize the Heritage Fair at Simms High School where the descendants gathered to celebrate the resurrection of the story.

The girls and their teacher talk about the experience and what it meant to them. Produced by Kim Cosgrove 6:21 minutes

➤ **Descendants at Premier and the Trophy**—The descendants gather at the Great Falls History Museum before the premier on February 12, 2009. Stefanie and Nicole Weber, descendants of Nettie Wirth, talk about the unbelievable accomplishment of the Fort Shaw Team. Sandy and Jean Lodge, Gen Healy’s descendants, express their gratitude for the opportunity to meet all “these people” and to connect with more family. Triston Minnie Gould, shares her emotional reaction to the night and to the memory of her great-great grandmother. Gary Schildt, descendant of Belle Johnson, talks about the importance of honoring and recognizing the team and descendants. Myra Knopfle, another descendant of Belle Johnson, shares her desire to share the trophy at this event. Myra remembers playing “spin the bottle” with the trophy at “Grandma’s” because it wasn’t “really valued.” Jim Dawson, Flora Lucero descendant, says that he never thought the story would be told because Flora never talked about it until Peavy and Smith came to write the book *Full Court Quest*. Winona Weber, Nettie Wirth descendant, talks about the invisibility of American Indian women. She says that “women’s sports in tribal life were as important as men’s sports.” 4:20 minutes

1. After viewing the trailers, respond to one or more of the following prompts: What **D**isturbed, **I**nterested, **C**onfused, or **E**nlightened you as you watched them?
2. How did the trailers affect your understanding of the Fort Shaw Indian Girls and their accomplishment?
3. Few of the girls’ families in 1902-1904 ever watched them play. But the team played for “the world.” Having viewed the film and the trailers, what does that mean to you now?
4. Think about the new audience for the games—the descendants—that the DVD has brought together. How is “the world” much larger now than the title may have suggested as you first thought about it?

Additional DVD Resource:

***Jim Thorpe, The World’s Greatest Athlete***

Weidlinger, Tom and Joseph Bruchac. *Jim Thorpe, The World’s Greatest Athlete*. DVD.

Directed by Tom Weidlinger. Berkeley, CA: Moira Productions with Dateline Productions, 2008

This DVD, like *Playing for the World*, is also a coming-of-age story featuring Native American young people, their conflicts and challenges, the boarding school situation, and the outstanding skills the young people demonstrated. Significant similarities and differences between the life experiences of the Fort Shaw girls and Jim Thorpe can provide students with more opportunities for reflection, critical thinking, development of media literacy, and serious discussion about the impact on Indians and whites of traditional cultures, Federal Indian Policy, and stereotype and prejudice.

Joseph Bruchac (Abenaki), one of the producers of this DVD, has written a comprehensive “Teacher Guide” that may be downloaded: <http://www.jimthorpefilm.com/guide/index.html>

The questions at the beginning of this Study Guide that prepare students for viewing *Playing for the World* may easily apply to the *Jim Thorpe* DVD, and the “Extension Activities and Discussions Questions” for *Playing for the World* may also apply to *Jim Thorpe, The World’s Greatest Athlete* DVD.

Students may create a Venn Diagram to help them analyze the comparisons and contrasts between the two films.

### **Content Area Standards:**

**Communication Arts Media Literacy Content Standard 4—** Students analyze and evaluate media messages and their impact on individuals and societies and create media messages to effectively communicate with a variety of audiences for different purposes.

4.1 Evaluate how techniques and technologies influence the meaning and effectiveness of the media messages.

4.3 Evaluate the impact of fact, opinion, bias and stereotypes in media messages about diverse groups of people, including Montana American Indians

4.5 Evaluate the inherent consequences to individuals and societies in the use and creation of media messages

4.7 Analyze the embedded values and evaluate the media's role in shaping perceptions of reality for individuals, cultures, and societies

**Communication Arts Writing Content Standard 5—** Students apply a range of skills and strategies during the writing process to write effectively for a variety of purposes and audiences.

5.3 Generate, develop and elaborate upon main ideas using relevant and specific supporting details

5.4 Organize writing using a logical progression of ideas and transitions to effectively convey the relationships among them

5.5 Demonstrate knowledge of language choices and their impact on writing by showing purposeful control of personal voice, sentence fluency, and word choice

5.7 Articulate and evaluate the purpose and audience, and select and use appropriate format, and tone in one's own writing

5.13 Select and use forms of writing to learn as a means of clarifying thought and reflecting on experiences

**Social Studies Content Standard 1--Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.**

1.2. apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, and distortion of information and ideas).

**Social Studies Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.**

2. interpret how selected cultures, historical events, periods, and patterns of change influence each other.

6. investigate, interpret, and analyze the impact of multiple historical and contemporary viewpoints concerning events within and across cultures, major world religions, and political systems (e.g., assimilation, values, beliefs, conflicts).

**Social Studies Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.**

1. analyze and evaluate the ways various groups (e.g., social, political, cultural) meet human needs and concerns (e.g., individual needs, common good) and contribute to personal identity.

2. analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, behavior) and create a product which illustrates an integrated view of a specific culture.

3. analyze the impact of ethnic, national and global influences on specific situations or events.

4. evaluate how the unique characteristics of American Indian tribes and other cultural groups have contributed to Montana's history and contemporary life (e.g., legal and political relationships between and among tribal, state, and federal governments).

5. analyze the conflicts resulting from cultural assimilation and cultural preservation among various ethnic and racial groups in Montana, the United States and the world.

6. analyze the interactions of individuals, groups and institutions in society (e.g., social mobility, class conflict, globalization)

### **Essential Understandings of Montana Indians**

2. There is great diversity among individual American Indians as identity is developed, defined and redefined by entities, organizations and people. A continuum of Indian identity, unique to each individual, ranges from assimilated to traditional. There is no generic American Indian.

5. Federal policies, put into place throughout American history, have affected Indian people and still shape who they are today. Much of Indian history can be related through several major federal policy periods, including the Boarding School Period beginning in 1879.

6. History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.

## Resources

Archuleta, M. L., Child, B. J., & Lomawaima, K. T. *Away from Home: American Indian Boarding School Experiences, 1879-2001*. Phoenix: Heard Museum. 2000.

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Littlefield, Holly. *Children of the Indian Boarding Schools*. Picture the American Past Series. First Avenue Editions—an imprint of Lerner Publishing Group. Minneapolis, MN: Carolrhoda Books, Inc., 2001. 46 pp. ISBN 0-8225-0088-4

Model Teaching Unit Language Arts Middle School Level for Marlene Carvell's *Sweetgrass Basket*. Sent by OPI to school libraries and also available online.

[http://opi.mt.gov/PDF/IndianEd/Search/Language%20Arts/Middle\\_Sweetgrass\\_Basket.pdf](http://opi.mt.gov/PDF/IndianEd/Search/Language%20Arts/Middle_Sweetgrass_Basket.pdf)

Peavy, Linda and Ursula Smith. *Full-Court Quest: The Girls from Fort Shaw Indian School Basketball Champions of the World*. Norman, OK: University of Oklahoma Press, 2008. 480 pp. ISBN 978-0-8061-3973

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*readwritethink* Strategy Guide (International Reading Association and NCTE). R.A.F.T.S. information available online at <http://www.readwritethink.org/professional-development/strategy-guides/using-raft-writing-strategy-30625.html>

*To Learn A New Way*. Hands On History Footlocker. Montana Historical Society. For loan information see <http://mhs.mt.gov/education/footlocker/default.asp>



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